

**The 21st Century Community Learning Centers (CCLC)
&
The Montana Girls STEM Collaborative Project
2012 Summer Conference
August 7, 2012 Afternoon Session
Hilton Garden Inn
Missoula, Montana**

ROUNDTABLE NOTES

1. **SMART SNACKS:** What does a healthy snack look like? What are other programs doing to provide nutritious and delicious afterschool snacks?
2. **LIGHTS ON:** Are you ready for the 2012 Lights On Afterschool event? Learn about the event and get ideas for planning a Lights On Afterschool event in your community.

Lights ON! Round Table Results - Summer conference 2012

Co-Sponsor event with your District, i.e. a parent/teacher conference. Use the gym and have an activity like How To Create Balloon Animals. Something that kids are seen carrying so that others kids ask their parents to bring them into the gym.

Invite the Boy/Girl Scouts

Invite the Mayor, Police Chief, Local Personalities

Invite your Superintendent and Principal

Invite your Day Teachers

Team up with another Program

Cake/Cupcake Walk

Carve Pumpkins

Make Costumes: provide grab bags of stuff and challenge people to create a costume

Talent Show

Dance party - someone knows a band who would play.

Karaoke: Afterschool Idol!

Parade - invite the school marching band

Art Show

Celebrate anything students do: photography, poetry, 100% on a paper. Hang them up

Perform a Play

Scavenger Hunt

Radio Program: ask your local radio station

Have a Photo Booth: provide props and costumes

Puppet Show

Theme Parties:

Halloween Carnival - feature a Bounce House or other inflatable.

Trick or Treat Party - have the kids come straight from school the day they attend in costume.

Fall Festival - use a them like Everything Pumpkin - bring food made from pumpkins, have apple cider

Family Fun Night: students prepare a meal, board games, play cards, legos

Tailgate Party

Food Food Food:

BBQ Dinner

Taco Cart

Chili Cook-Off: use your senior citizens as the judges!

Pizza

Student planned and prepared meals

Picnic at the local Park

Horse rides

Use your climbing wall (if you have one).

Kids Teach their Parents Something:

face masks

paper airplanes

Design a Poster

Face Painting

Math card game

Read them a book

PROMOTE: Your event in the local paper and ask your local radio station to announce it.

Circulate Posters. You can get free ones from the After School Alliance.

Invite kids to design the invitations to your Event.

Most Important: REGISTER your event on the After School Alliance Website!!!!

www.afterschoolalliance.org/

3. **CHALLENGES WITH CREATIVE SOLUTIONS:** What are your program's biggest challenges? How has your program and staff come up with solutions? Hear from each other how to creatively and positively solve a wide variety of challenges within your programs.
- a. Administrative: a lack of common goals and vision
 - i. Monthly planning meetings: ideas, programs
 - ii. Review goals on E-grant application so everyone knows where the program needs to go
 - iii. Work together to write out programs goals each year
 - iv. Monthly meetings
 - v. Delegate work
 - b. Staff that report to you: find volunteers/staff/ideas for programs
 - i. Home Depot sends volunteers and materials to programs free of charge
 - ii. Offer community service hours to high-schoolers if they help or volunteer
 - iii. Brainstorm together
 - iv. Talk to your parents as volunteers
 - v. Local colleges or universities as a resource
 - vi. Talk to 4-H
 - vii. List community members and their expertise
 - viii. Make community more aware of program and activities
 - ix. Survey of talents and those who want to share- include time willing to help
 - c. Members: Bullying, discipline Issues, Needs too much Attention, Isolates self, Won't participate, only wants sports or play in the gym
 - i. Get to know each other better
 - ii. Keep everyone engaged and busy
 - iii. Hands-on Science activities-high impact/interest
 - iv. Incorporate sports in to the activities
 - v. Have activity first and then a sport
 - vi. Give them a duty to perform daily and independently
 - vii. Make the student the "helper"
 - viii. Age/interest appropriate grouping
 - ix. Ask for their input
 - x. Give them ownership/help with planning activities
 - xi. Have the week or months activities put out there so students know ahead of time whether or not they want to come to the program that day/week/month
 - xii. Give students a chance to teach an activity

- d. Facility: Too small; too dark; too acoustically poor; not enough computers, editing software or technical equipment
 - i. Go outside: wilderness, GPS, outdoor cooking
 - ii. Go elsewhere: snowshoeing, library, Greeting Cards to Nursing homes
 - iii. See if you can apply for a grant from one of the electric companies/co-ops
 - iv. Instead of an Assembly, have each group leader make all announcements
 - v. ON arrival, each member hears the MOST important announcement of the day
 - vi. Address the Root problem: Budget: Receive more \$; Administration: Receive and spend more \$, Request Donations-old/used
 - vii. State computer program: Give away computers that are trade-outs at the state agency
- e. Co-Workers: Teens just want to have fun, text, Talk to who they want, Lack of member-involvement, Lots of breaks and excuses
 - i. Talk to the teens at their level.
 - ii. Ask what they want out of it!
 - iii. Brainstorm with teens
 - iv. Keep them engaged
 - v. Make it fun
 - vi. Mix it up
- f. Budget: Need more \$, Sustainability
 - i. Fund
 - ii. Grant
 - iii. Ask Ser., Emp.

- 4. **ENGAGING PARENTS:** Find ways to engage parents and get them excited about your program. Hear and share ideas for activities for parents to become involved in your afterschool program.
- 5. **SHARE YOUR BEST PRACTICES:** Do you have a “best practice” for developing partnerships, connecting to the school day, youth development, parent programming, or reaching your program goals? Come share your strategies and hear some of the best practices used by other 21st CCLC programs across the state.
- 6. **THE BUZZ ON BEHAVIORAL ISSUES:** What are some of the behavioral issues faced in your program, and what best practices are used for helping students with behavioral issues and those kids affected by it?
 - a. Staff are challenged to manage kids who require intense supervision, leaving them short staffed
 - b. Another challenge is separating age groups in multi=age programs and conducting age appropriate activities.
 - c. More children are being diagnosed with oppositional defiant disorder, autism spectrum disorders, and other issues. STAFF TRAINING IS NEEDED!
 - d. Kids treat volunteers differently than regular program employees; kids are less respectful and act out more
 - e. Volunteers MAY be inconsistent in their expectations
 - f. Parents can be supportive; they might be helicopters, rescuing their child from perceived danger, or they may be too detached-even apparently uncaring.
 - g. Get parents involved; but you may have to place them where they have limited contact with their children.
 - h. Eye contact is important; humor works, but be careful not to inadvertently cause harm.

- i. Set ground rules; consequences should be tied to the behavior; keep kids moving; invite outside presenters; ask “busy” kids to be helpers or distract them.

7. MARKET YOUR PROGRAM: Learn how to market your program.

- a. Have school art class competition for your logo or t-shirt design
- b. Fliers
- c. Facebook page updated
- d. Garden show (summer program)/sell vegetables to public and parents
- e. Send info home w/ student emergency packets
- f. Orientation night: meet the staff/see the program
- g. Community Service
- h. Sports Events-Homecoming parade, PSA's Club Night at the game, Hometown or semi pro team, be bat girl
- i. Alumni or Celebrity Endorsement
- j. Direct Mailing
- k. Monthly newsletter/School Newsletter
- l. “Take Home Tuesday” folders: kids Art-design and color posters
- m. Transportation home
- n. Movie nights
- o. Teacher involvement: they promote and work with program
- p. Educate your school board
- q. A Community Event: “Boots & Butterfly Ball” dance, snacks, music, entire community event
- r. Slide (bouncy slide)
- s. Window stickers: I support 21st CCLC for supporting businesses and clubs
- t. Open house/Kick off: tell the community about your program
- u. Take pictures
- v. Community Board: Post office, Grocery Store, Laundry, Library, Student sites, service centers, tai Kwando
- w. Brand (logo)
- x. Newspaper, radio, T.V. Fliers in backpacks,
- y. Program newspaper written by the staff and students
- z. PTA-Just ask-
 - aa. Have kids take fliers around
 - bb. Kids word of mouth
 - cc. Internal-don't assume everyone knows about it
 - dd. Ask the busy people
 - ee. Define level and hours of expected commitment
 - ff. Clubs and businesses
 - gg. MSU Extension
 - hh. Table sign ups
 - ii. School mailing of postcards
 - jj. Name: “Blast” Best learning experience
 - kk. Home Visit recruiting
 - ll. Attendance Incentive
 - mm. Speak to classes
 - nn. Churches
 - oo. Reader Boards
 - pp. Get Kids excited-they'll bring more kids
 - qq. Grandparents/High School Students

- rr. Market to raise money: Example: Every "X" number of dollars = 1 student afterschool program for a year
- ss. Connect Community to what program is doing
- tt. Halloween Event

8. SUSTAINING YOUR PROGRAM: What are some steps to creating a sustainability plan? Who in your community do you reach out to? What are the best practices in sustainability for both urban and rural areas?

- a. Know your community
- b. Know kids programs in your community: baseball, 4-H, etc.
- c. Create community Coalition to coordinate scheduling
- d. Campus Compact: Josh Vanek.
 - i. Definition of Sustainability:
 - 1. Based on the community's need
 - 2. What will help program persist? Think broadly, more than just the \$. What do you want to keep
 - ii. Americorp/Vista Volunteers can help to sustain. There are a number of projects around the state.
 - iii. Before contacting the Americorp/Vista,
 - 1. identify pieces of your program you want to keep
 - 2. create a list of ideas if funding were to disappear
 - 3. who are the partners and will they stay if another steps away
 - 4. What is your budget expected to look like including volunteers and other programs
 - iv. Americorp is a 1 year position to come to community to help develop a strategic plan for sustaining your program. Be ready to move forward and have dedicated individuals to move forward with plan if developed to get most out of Americorp
- e. Diversify your program so not as impacted by economical highs/lows. Look at staffing and programming
- f. Rural programs are competing for the same dollars. Share resources throughout the region so the dollars benefit all programs
- g. Cut vs. more funding/Free/Volunteers, In-Kind
- h. Be Creative
- i. Create list of intermediary Contacts for sustainability planning; individuals in community, cost shares, pre-planning group, strategic planning contacts
- j. Sustainability includes:
 - i. People: volunteer/paid
 - ii. Partnerships
 - iii. School resources
 - iv. Space
 - v. Fundraising
 - vi. Collaboration
 - vii. Exposure
 - viii. Passion
 - ix. Service organizations

9. DEVELOP STRONG PARTNERSHIPS WITH NETWORKING: How do you turn your networking opportunities in to true working partners.

- a. Share resources between projects

- b. Partnerships can come from anywhere
- c. Being open-visible-media coverage
- d. Be a part of other organizations with similar goals
- e. Get involved-it goes both ways
- f. Use natural partnerships-universities, adult education
- g. Volunteers and hobbyists
- h. Funding-collaboration
- i. Established partnerships
- j. Parents-monthly gifts-get over asking
- k. Use chamber-be vocal
- l. Newspaper
- m. Use business community & service groups
- n. Family fun night-kickoff event with dinner
- o. End of year wrap-up
- p. Letter writing to bigger, involved companies
- q. Free curriculum-FWP, Home Depot
- r. Embedded in community
- s. VISTA
- t. Getting the word out-school, businesses, volunteers, media
- u. Extension agencies- 4H, STEM
- v. Internet! Newspaper
- w. Using students-high school, college
- x. Value-showing it, investment
- y. Nearby communities-sharing resources
- z. Balance
- aa. Relationships-relatives as volunteers
- bb. Communicate-email, after hours
- cc. Collaborate

10. SUPER STAFF: MANAGEMENT & DEVELOPMENT what are best practices for creating and sustaining a strong staff? What does your program provide for local staff development, and how do you provide needed staff support (i.e. staff meetings)?

- a. Prior to program: Every Monday staff meeting devoted to training. Follow up with staff to see if they are practicing what trained on:
- b. 2 times per year, evaluation with staff-goals for staff w/individual staff
- c. Both outside & self-led training
- d. Monthly-covering issues, how's it going?, successes
- e. Small staff can meet on individual basis as needed
- f. Crucial to maintain harmony:
 - i. Quality staff rather than quantity
 - ii. Monday afternoon meeting ½ hour
 - iii. Talk behavioral, support system
- g. ½ hr talking about logistics flow
- h. CPR/First Aid and other mandatory trainings
- i. Snack program
- j. Book Idea: Foundations: 25 Skill building/staff trainings used throughout the year
- k. Beyond the Bell (Internet)
- l. Meet at individual sites prior to kids
- m. Go over requirements: keep updated (crucial for legal purposes)
- n. Directors crave sharing of ideas
- o. Just talking with a coworker does not always get it across like a staff meeting
- p. Best Practices:
 - i. Monthly meetings scheduled but did not always happen
 - ii. Every other week-short visit-mandatory after program ends on a Monday
 - iii. Y4Y-resources and trainings watch videos with staff (internet)

- q. Took 1 day a month canceled program to have a meeting
- r. Informal training-more 1 on1
- s. Start meeting and dwindles towards the end of year
- t. Ask staff what they want-they contribute something from their perspective. Takes up 1 part of the meeting
- u. Evaluation form at end of year-staff evaluating the management and the program
- v. Relationships-key to meeting
- w. Make sure meetings and trainings are worthwhile to staff
- x. Created ownership from staff
- y. High school mentors 1 staff creates buy-in
 - i. Give them extra credit
 - ii. Come up with their own program ideas after a training such as physical education and creating a PE program
- z. Communication-effective high school staff=find out what they are interested in- get them engaged with the kids through their interests
- aa. Staff are happy when they can teach or help in areas they love and or care about or are interested in that activity
- bb. What works for each staff-share at each meeting
- cc. ½ hour before each day-every day:
 - i. Go over day to come
 - ii. Day before issues
- dd. Employee opinion survey
- ee. Need connectivity of staff
- ff. Establish Basis: Core Values-why is everybody here?
- gg. Before you hire, make sure they are people who value the culture/values
- hh. Everyone is on the same page
 - ii. 1st week- training and job shadow before on own
- jj. Ongoing training-monthly ½ day trainings
- kk. Define roles
- ll. Clear out-reporting/hierarchy/proper channels
- mm. If you hire school day teachers make sure philosophies are the same and structure is the same
- nn. Boys & girls clubs-trainings
- oo. Associated employers of MT – AEHR.org
- pp. Learn from people who manage people-Business community-have active training program-outside people who have different expertise in training-does not have to be afterschool based
- qq. Teaching how to be better professionals in our culture
- rr. Every Monday- 45 min – 1 hour: afterschool program goes over that day and upcoming week
- ss. Get information from directors
- tt. Staff feels every week is beneficial to address issues & know the plan for the week
- uu. A few throughout the year trainings-leadership for youth
- vv. No actual formal meetings, just small staff, visit daily because of time and other jobs
- ww. Lay out jobs & planning, then staff just run with it and then check in as needed
- xx. Add information about afterschool program in to the regular school day staff meeting
- yy. Email-all information to everyone even if they do not need the schedule so everyone is in the loop
- zz. Utilize regular school trainings for afterschool staff
- aaa. Some programs run a partial week and can have meetings on a non-program day

11. BE COOL WITH YOUR SCHOOL-DAY STAFF:

- a. K-6 reading Club
 - i. Theme & Craft (K-2)
 - ii. (3-6) used Accelerated Reader
- b. Math Club
 - i. Learn fact and do fun games
- c. Field Trips
 - i. Movie: must participate in theme activities
 - ii. Same behavior expectations of school

- d. Need medical history
- e. History of bullying
- f. Talk to teachers/parents
- g. Homework help/establish email contact w/teachers
- h. Use PIR or staff meetings to introduce the afterschool staff
- i. Make sure afterschool staff helps parents fill out forms-all boxes
- j. Teachers don't have time to meet
- k. Ideas need to be shared with all
- l. ISS needed to be communicated
- m. Work with all agencies to do what is best or what works for the student
- n. Use homework forms for teachers
- o. Daily communication
- p. Afterschool program provide in-service
- q. Need to work with administration
- r. Parent can bridge a lot of information as to interests, likes, dislikes
- s. Include on IEP team w/parent permission
- t. Reader's Theater
- u. Community theater
- v. Talent show
- w. Work with extension agencies
- x. Cupcake wars
- y. Sr citizen teach a skill
- z. Ask what teachers are working on:
 - i. Email spelling lists
 - ii. Math facts
- aa. Behaviors-work on how teachers can let afterschool staff know about behavior issues
- bb. Secretary may be easiest person to talk to
- cc. Work with mental health
- dd. Teachers that work both day and after school programs have a better understanding of IEP/mental health
- ee. Have regular meetings to get everyone on the same page

12. GOT TIME:

13. EMBRACING STEM:

- a. First and foremost, the 'definition' of STEM needed to be addressed. People understood the acronym, but the meaning was all over the map. When I mentioned that MT has a STEM mission, they were unaware. Some discussion about how STEM in their program would enhance and expand the school days' science classes. When asked about math classes, most agreed; however more believed that STEM has a direct correlation to Science than to any other subject.
 - i. There is a need to define STEM for CLCC programs
 - ii. There is a need to "educate" the directors as to the integration of STEM in various subject areas.
- b. Each person was given the opportunity to declare what types of STEM activities they were currently using – "Speak loud and be proud".
 - i. Robotics – mostly LEGO, some KNEX
 - ii. Internet usage/iPads/iMovie
 - iii. Activities that really don't scream STEM
 - iv. Banking activities
 - v. Gardens/Grocery store
 - vi. Cooking
- c. Each person shared what their CLCC program looked like and what their community was comprised of:
 - i. K-12 small school/small town
 - ii. High participation by students
 - iii. K-5 school/remotely
 - iv. K-8 (most common representation)

- v. Some representation from larger cities such as Bozeman, Billings, Helena
- vi. Several Boys & Girls Clubs (all sizes represented)
- d. Next was an opportunity to express what community resources were available to them that could potentially assist with implementing STEM educational programs
 - i. Signal/PEAK mines (Eastern MT)
 - ii. For programs that have K-12 graders all together, peer coaching, peer mentoring is a viable way to run STEM
 - iii. Local Colleges (for those who have them in their communities)
 - iv. Local High School students (for those who have K-5 or K-8 programs)
 - v. Wildlife/Fish Biologists as community mentors
 - vi. Local Sports figures (popular HS or College figures)
 - vii. Hole Mining (Geologists)
 - viii. Kiwanis Club members
 - ix. Optimist Club members
 - x. Farmers as mechanics/small engines...
 - xi. Sewing Stores
 - xii. Bankers
 - xiii. Big Chemical Companies
 - xiv. Golden Sunlight Mine/MT Tunnels Mine
 - xv. AmeriCorps
 - xvi. Pull in other staff members
- e. What are some challenges/issues/concerns about having a STEM program within your 21st CLCC?
 - i. Program availability
 - ii. Distance from key resources (HUGE CONCERN)
 - iii. Lack of resources (HUGE CONCERN)
 - iv. Lack of training (HUGE CONCERN)
 - v. Communicating with other 21st CLCC directors as to what they are doing
 - vi. Coordinating efforts amongst parents, teachers, administrators, students and community.
 - vii. How to get researchers and/or resources to 21st CLCC programs
 - viii. Huge need for more guidance in STEM overall
 - ix. The disconnect between what kids in [especially remote] regions view as what is available to them as they go through their educational career, and what is really out there
 - x. Lack of Engineer mentors in MT overall
 - xi. Lack of manufacturing jobs to produce the engineering jobs.
 - xii. Where do we look for resources?
 - xiii. TIME....TIME.... TIME.....
 - xiv. To not be intimidated with STEM activities, especially at the upper grades (8-12)
 - xv. Project-based activities for STEM – where, what, from whom?
 - xvi. Technology – not just computers... other avenues
 - xvii. Kids are already in VERY LONG DAYS, with little parent support, and strong cultural biases and issues.
 - xviii. How to apply STEM activities that connect with specific cultures.

14. FUN WITH AFTERSCHOOL RESEARCH: (Eric Peterson) Eric, Afterschool Alliance, will be available to talk about how you can use research for advocacy, and improving your program. Ask questions!

15. IMPROVE MATH & READING SKILLS:

- a. Kids College Demo and input from table on other resources used at centers.
 - i. ``Klla – www.coolmathgames.com (free)
 - 1. K- 8 grade activities used for children after they have done their homework
- b. Discovery Kids Education
 - i. It has lesson plans for core subject areas
- c. Kids College – math/reading – based on core standards –
 - i. lets you know how kids are doing, customizing for each student –
 - ii. lets you know what they are working on and how they are doing in each area
- d. SRA Math/Accelerated Math
- e. Teacher recommendations – what kids need to work on.

- f. Computer programs – math related – hoodamath, sumdog
- g. Reading websites – starfall.coms
- h. People are looking for ideas and possible programs/websites to use
- i. Math Recovery Program
- j. Teacher-led programs – after-school tutoring
- k. PBS kids.org
- l. IXL Math – k-12, shows what skills worked on, how kids did, how long they worked on each concept, etc.
- m. Star math & reading
- n. Kinder books
- o. Math wraps
- p. Reading is the ticket
- q. Bikes for books
- r. Math counts
- s. Spelling bee practice
- t. Rocket math
- u. Kids college
- v. Staff for title and resource work school programs during the summer with groups of kids
- w. Homework help after school
- x. Summer AR program and monitor points
- y. Coolmath4kids.com, khanacademy.com, mathpickle.com, NCTM.org, Mangamath.com
- z. DEAR (Drop Everything And Read) time 45min. with at least 30 min of SSR

16. COMMUNICATE THE 21ST CENTURY WAY: Learn how to communicate with parents, and students with 21st Century Tools (i.e. e-mail, blogs, Skype, electronic newsletter, twitter, etc)